



Communities That Care

Training of Coordinators

Building Skills

Trainer's Guide
(120 minutes)

Module 6

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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)

Communities That Care

A close-up photograph of a hand placing a puzzle piece into a larger assembly. The hand is positioned on the left side of the frame, with fingers carefully guiding a single puzzle piece into place. The puzzle pieces are light-colored and have a standard interlocking shape. The background is a soft, out-of-focus blue, suggesting a larger puzzle or a calm environment. The overall composition emphasizes the act of building or completing something.

Module 6

Communities That Care

Building Skills

Training of Coordinators

6-1



Slide 6-1

In the previous modules of this training, you worked to understand the role of the Coordinator in the Communities That Care effort. Now let's take a closer look at some of the general skills you can focus on to help each step in the process move forward smoothly.



Slide 6-2

Notes

Module 6 goal

Communities That Care

Prepare Coordinators to use the skills necessary for helping meetings run efficiently and effectively.

Training of Coordinators

6-2

Review the goal of the module.

Objectives

Participants will be able to:

1. Use skills to prepare for training events and meetings.
2. Use skills to help trainings and meetings be more efficient and effective.



Training of Coordinators

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Slide 6-3

Notes

Review the objectives.



Slide 6-4

Notes

Pre-training skills



Communities That Care

You will:

- work with the *Communities That Care* trainer in handling pre-training logistics
- support Community Board and work group meetings.

Training of Coordinators

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Objective 1: Use skills to prepare for training events and meetings.

During the Communities That Care process, you'll provide support and assistance to a number of people who hold a number of positions.

We'll begin this module with some general skills you can use to help pre-meeting and pre-training work run smoothly.

As you know from Module 3, you will work with the Communities That Care trainer in handling pre-training logistics. You will also support Community Board and work group meetings in much the same way.

Mental set

Have you ever coordinated the details for a large meeting? What were some of the most important responsibilities and challenges you had in preparing for that meeting?

Take a few responses. Emphasize the following:

- [• Meeting planning (having the right people at the meeting, making sure tasks have been completed, etc.) is a key to effective meetings.
- Having and following a clear agenda is the best way to keep a meeting on track.]

[illegible]

- ### Training of Coordinators



Unexpected Logistical Situations Worksheet

1. At the last minute, a number of Community Board members call to say they will be able to attend tonight's meeting after all. You have already selected a meeting place that will be too small to accommodate the number of people who wish to attend. What can you do? (Example: Ask overflow participants to attend a second meeting that will be scheduled the following week.)

2. The *Communities That Care* trainer would like to do a computer presentation, but his laptop will not connect to the Internet. What can you do? (Example: See if the presentation can be printed out and distributed.)

3. The Champion calls you one day before a *Communities That Care* training event and says that she's very sick and will not be able to present the information she was scheduled to present. What can you do? (Example: Gather the information she was going to present and present it yourself.)

4. The catering service calls and says that there was a scheduling mistake on their part—they will not be able to deliver lunch. What can you do? (Example: Find a food service that can offer a simple alternative—sandwiches, soda, snacks, etc.)

5. What are other unexpected situations you have encountered in coordinating meetings?

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[Knowing the goal of a meeting can help a Coordinator keep participants on topics that support reaching the goal. It can also help overcome deadlocks or contention, and it can help identify issues that need to be addressed further at future meetings.]



Slide 6-7

Notes

Is the meeting necessary?

Communities That Care

Some of the tasks assigned to work groups are very specific and might not require a formal meeting.



Training of Coordinators

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Objective 1: Use skills to prepare for training events and meetings.

Here's another question to consider: Is the meeting necessary?

Some tasks assigned to work groups are very specific and might not require a formal meeting.

As a Coordinator, you may be able to suggest ways to get work done quickly and accurately without a meeting being called. Let's look at an example to help you see how this might be done.

Check for understanding.

The Community Board Maintenance work group is assigned the task of selecting two new members to join the Community Board. In what ways could the selection process be handled effectively without a meeting?

Take a few responses.

[The members of the Community Board Maintenance work group could e-mail the Coordinator questions that they would like to ask the candidates. The Coordinator could compile the questions and give them to one or two work group members, who would then conduct interviews. The Coordinator could summarize the interviewers' recommendations and distribute them to the members of the Community Board Executive Committee for final approval.]

Determining an agenda



A Coordinator can help:

- screen and prioritize agenda items
- estimate and allocate time to the agenda items
- foresee agenda items that may need more discussion or work.

Training of Coordinators

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Slide 6-8

Notes

Objective 1: Use skills to prepare for training events and meetings.

Sometimes the issues that need to be worked out are so complex that a meeting is necessary. If this is the case, you can help develop an agenda to distribute to participants of the meeting.

A meeting's agenda is the road map for a meeting. It needs to be specific and complete.

The agenda for a Communities That Care training event will be based on the work that needs to be done for that training. The Coordinator and the Communities That Care trainer may work together to design this agenda.

Members of the Community Board and work groups will design agendas of their own, based on the tasks that they have to complete at each step in the Communities That Care process.

A Coordinator's input is crucial in determining an agenda for several reasons:

- *Since the Coordinator has collected all of the work done throughout the Communities That Care process, he or she is able to help screen and prioritize agenda items and establish their order.*
- *The Coordinator is able to help estimate and allocate time to the agenda items based on the work and work plans that have been collected.*
- *The Coordinator is in a good position to foresee agenda items that may need more discussion or work, and can plan for a more flexible time schedule.*



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Notes

Activity: Sample agenda

Communities That Care

- Get into pairs.
- Work out which agenda items would best fit in the given times on the Sample Agenda Worksheet.
- Give your answers.
- Identify any adjustments needed to the proposed agenda.



Training of Coordinators

Objective 1: Use skills to prepare for training events and meetings.

Let's try an exercise in which you determine the order of items for two agendas. The first agenda is for a Communities That Care training event that will last from 8:00 a.m. to 4:30 p.m. The second is for a Community Board meeting that will take place in the afternoon.

For this exercise, the time segments are given, and you need to estimate the time for each step in a Communities That Care training or meeting, then match that time to the appropriate agenda item.

Activity: Sample agenda

Time: 20 minutes

Instructions:

- Ask participants to get into pairs.
- Have each pair work out all the agenda items that best fit in the given times on the Sample Agenda Worksheet in their Participant's Guide.
- After 10 minutes, have each pair give their answers.
- Ask each pair if there are any adjustments they would make to the completed agendas based on past meeting experiences. For example, would they add more time to an item, would they eliminate an item, etc.? Have them give a reason for each of their suggested changes.

Sample Agenda Worksheet

Sample Training Agenda

Agenda items

Wrap-up and evaluations
 Lunch
 Break
 Overview of the training
 Morning training session begins
 Welcome and introduction
 Morning training session continues
 Afternoon training session begins
 Break
 Registration/breakfast
 Afternoon training session continues
 Adjourn meeting

Agenda

8:00-8:30 a.m. _____
 8:30-8:45 a.m. _____
 8:45-9:15 a.m. _____
 9:15-10:45 a.m. _____
 10:45-11:00 a.m. _____
 11:00 a.m.-12:00 p.m. _____
 12:00-1:00 p.m. _____
 1:00-2:30 p.m. _____
 2:30-2:40 p.m. _____
 2:40-4:00 p.m. _____
 4:00-4:30 p.m. _____
 4:30 p.m. _____

Sample Work Group Agenda

Agenda items

Decide how to report work to the Community Board
 Opening remarks
 Break for refreshments
 Adjourn meeting
 Question and answer session
 Work on assigned tasks
 Continue work on assigned tasks
 Determine when next meeting will take place
 Go over the goal and tasks for the meeting

Agenda

4:00-4:10 p.m. _____
 4:10-4:20 p.m. _____
 4:20-5:00 p.m. _____
 5:00-5:15 p.m. _____
 5:15-5:45 p.m. _____
 5:45-6:00 p.m. _____
 6:00-6:15 p.m. _____
 6:15-6:30 p.m. _____
 6:30 p.m. _____



Slide 6-10

Notes

Supporting effective meetings



Communities That Care

The Coordinator:

- supports the Chair in running all Community Board meetings
- plays a supporting role in helping the Community Board complete the tasks necessary to help the *Communities That Care* process move forward.

Training of Coordinators

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Objective 2: Use skills to help trainings and meetings be more efficient and effective.

The Coordinator supports the chair in running all Community Board meetings and plays a supporting role in helping the Community Board complete the tasks necessary to help the Communities That Care process move forward.

The Coordinator also supports the work done by the Community Board work groups.

Now let's go over some general skills that will help meetings go smoothly and run more efficiently.

Check for understanding.

Can you think of some ways you can help make a meeting successful? How would doing these things help?

Take a few responses, which should include the answers below:

- [• Keeping accurate minutes can help maintain order in a meeting and help future meetings run more efficiently.
- Maintaining focus can be done by making everyone stick to the agenda.
- Maintaining order can be done by providing some simple guidelines before a meeting begins.]

Communities That Care

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Accurate minutes serve to:

- 6—15



Slide 6-12

Notes

Points to keep in mind

Communities That Care

- Minutes are not a record of every word said and every decision made.
- Always be objective when taking minutes.
- Minutes need to be written in a clear language that is appropriate to the intended audience.

Training of Coordinators

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Objective 2: Use skills to help trainings and meetings be more efficient and effective.

Good minute-taking is a skill. If minute-taking is new to you, keep these points in mind to help ensure your minutes are clear and accurate.

- *Minutes are not a record of every word said and every decision made, so only highlight important points and decisions that are made in meetings.*
- *Always be objective when taking minutes—they should never reflect your opinion.*
- *Minutes need to be written in a clear language that is appropriate to the intended audience—Key Leaders, Community Board members, etc.*

Optional check for understanding

If there are a number of participants who have taken minutes before, ask the following questions.

When taking minutes, what did you do that proved successful? Was there anything you did that led to difficulties later?

Take a few responses.

Try to get participants to be specific about what they did successfully and where they had difficulties.

Stages of team development

Communities That Care

- Forming
- Storming
- Norming
- Performing

Training of Coordinators

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Slide 6-13

Notes

Objective 2: Use skills to help trainings and meetings be more efficient and effective.

When helping to keep focus and maintain order in a meeting, it will help to know about stages of team development.

Researcher Bruce Tuckman identified four stages of team development: forming, storming, norming and performing. All groups go through some form of these stages. It is natural and normal. As a Coordinator, you should be aware of these stages so that you can better understand and work with work groups as they progress from one stage to the next.

Review the slide.

“Forming” (or formation) is the stage when the group first gets going and the members get to know each other. They are not yet a team.

“Storming” (or confusion) is the phase when the group begins to deal with the task at hand. Personal conflict may distract members from their responsibilities. It is important to allow the group to move through this stage and deal with the conflict.

“Norming” (calming down) is the stage when the group becomes a team. Conflicts and difficulties are resolved, and processes and objectives become clearer.

“Performing” involves getting on with the work of the team. In this stage, team members get more productive work done. The process is established and action has begun.

But teams do not stay the same. As their circumstances change, they may need to move back to a previous stage. For example, if new members join the team, the team may need to revisit the forming stage. It's critical to orient new members to the group's norms, progress and plans.



Slide 6-14

Notes

Activity: Determining group development

Communities That Care

- Turn to the Group Development Worksheet.
- Put a letter beside each stage of development for each group.
- Report out to the larger group.

Training of Coordinators

Objective 2: Use skills to help trainings and meetings be more efficient and effective.

Let's try an activity in which you identify a group's stage of development. Each group you work with in the Communities That Care process will go through these stages of development in various ways. Knowing which stage the group is in will make it easier to work with the group and help them get to the next stage.

Activity: Determining group development

Time: 15 minutes

Instructions:

- Ask participants to get into pairs and turn to the Group Development Worksheet in the Participant's Guide.
- Have participants put a letter beside each stage of development that each group is in.

Participants should put an F for the forming stage; an S for the storming stage; an N for the norming stage; and a P for the performing stage.
- After 10 minutes, have each pair report out to the larger group.

Note to trainers: Answers for this activity are as follows: Group A—F, P, S, N; Group B—P, S, F, N; Group C—F, S, N, P; and Group D—P, N, F, S.

Optional activity

If time permits, facilitate a group discussion in which participants share their experiences working with groups in each of the group development phases. Ask participants whether the groups experienced each phase in a positive or a negative way, and what contributed to that experience.

Group Development Worksheet

For each group below, put an F if the item is in the forming stage; an S if it is in the storming stage; an N if it is in the norming stage; and a P if it is in the performing stage.

Group A

1. The group is trying to work out why they have assembled and what work needs to be done. _____
2. Participants are working well together and getting steady work done toward their defined goal. _____
3. There is some conflict within the group as participants try to understand how best to work together. _____
4. The group has developed a purpose and goal and is ready to begin work. _____

Group B

1. The group shows consistent performance in getting tasks done and accomplishing goals. _____
2. Participants feel frustrated because, while they know the goals of the group, they do not yet know what to expect from each other. _____
3. There is a great deal of uncertainty and anxiety among group members. _____
4. The group begins to learn how to work together and what is expected of each group member. _____

Group C

1. The group members are just getting to know each other. _____
2. There is competition between different group members as they learn their roles and responsibilities. _____
3. Members begin to support each other as the group coalesces. _____
4. Group members complete some tasks on their own and then come back to the group to build upon this work with others. _____

Group D

1. The group celebrates accomplishments and goals reached. _____
2. Respect and understanding develop as group members begin to learn how to work with each other. _____
3. The group meets to identify differences and work out expectations and areas of potential conflict. _____
4. Participants are failing to recognize the skills and abilities of others in the group. _____



Slide 6-15

Notes

Additional meeting responsibilities



Additional responsibilities include:

- making sure all members follow the ground rules and stick to the stated objectives and agenda
- solving minor conflicts that are keeping the group from moving forward
- supporting each board member's unique views and opinions.

Training of Coordinators

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Objective 2: Use skills to help trainings and meetings be more efficient and effective.

Moving through the phases of the Communities That Care process will require the Community Board to make many decisions. One of the Community Board's first tasks should be to agree on how decisions will be made—for example, by consensus or committee recommendations.

When working with the Community Board and its various work groups, it's important to not get too involved in the decision-making processes. Instead, an effective Coordinator helps the Communities That Care process move forward by making sure groups stay on track and have what they need in order for them to get their work done.

In order to accomplish these things, you may have a number of additional responsibilities in meetings, including:

- *making sure all members follow the ground rules and stick to the stated objectives and agenda*
- *solving minor conflicts that are keeping the group from moving forward*
- *supporting each board member's unique views and opinions.*

Notice how none of these tasks involve taking sides with any one person or group. This is because a Coordinator needs to remain neutral in meetings—your focus will be on the tasks that need to get done and how participants can best work to get those tasks completed.

Your role in conflict management

- Never take a position and argue for your own viewpoint.
- Do not assume that someone must win and someone must lose.
- Do not try to change someone's mind just to avoid conflict.
- Avoid conflict-reducing techniques like majority votes, coin flips, bargaining and compromise.

Training of Coordinators

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Notes

Objective 2: Use skills to help trainings and meetings be more efficient and effective.

Everyone involved in the Communities That Care effort has a common goal—to improve the lives of the community's youth. Yet there may be times when two or more people or groups have different opinions or beliefs about the best way to get tasks completed.

Your responsibility is not to ensure that conflict does not exist within the Community Board or any of its work groups. Opposing viewpoints are natural and important. They give a group the power to become more than the sum of its parts.

Your role in conflict management is to help make sure that conflict does not get in the way of effective decision making. To help ensure this, consider these guidelines:

- *Never take a position and argue for your own viewpoint. Try to "suspend" your position when listening to participants.*
- *Do not assume that someone must win and someone must lose. Remember the power of synergy. If you hold position A and I hold position B, suspending our positions long enough to think creatively may allow us to come up with a position C that solves the problem and meets our needs.*
- *Do not try to change someone's mind just to avoid conflict. It's important to affirm each member's right to his or her own opinion and to affirm the group's agreement to work toward win-win solutions.*
- *Avoid conflict-reducing techniques like majority votes, coin flips, bargaining and compromise. The groups should keep working for a creative solution that meets all members' needs.*



Slide 6-17

Notes

Activity: Conflict management

Communities That Care

- Turn to the Conflict Management Worksheet.
- Take 10 minutes to answer the questions.
- Give responses.

Training of Coordinators



Objective 2: Use skills to help trainings and meetings be more efficient and effective.

Let's try an activity in which you help to manage conflicts that may come up in Community Board meetings.

This activity is meant to give you a chance to identify creative ways to reduce conflict and help facilitate the progress of the Community Board and its work groups.

Activity: Conflict management

Time: 20 minutes

Instructions:

- Have participants turn to the Conflict Management Worksheet in their Participant's Guide.
- Have each participant answer the questions on the worksheet. Give them 10 minutes to complete their work. Encourage participants to give creative answers to the conflicts presented.
- After 10 minutes, give participants a chance to give their responses.

Conflict Management Worksheet

Scenario 1

In a Community Outreach and Public Relations work group meeting, two members disagree about the most effective way to promote the *Communities That Care* system. The work group is soon split over how best to address this issue. What could you do to resolve this conflict?

Scenario 2

In a meeting of the Funding work group, participants are divided over how to develop a long-term funding plan. After much discussion, two separate groups have formed, each with its own ideas on how to proceed. What could you do to help all participants reach a conclusion that will satisfy everyone?

Scenario 3

In a Risk- and Protective-Factor Assessment work group meeting, you notice that one member has made points that the rest of the group did not address. Since then, this person has agreed with every decision the group has made. What could you do to help ensure that the decisions being made are taking all views and opinions into account?



Slide 6-18

Notes

Activity: Keeping a meeting focused

Communities That Care

- Consider potential distractions.
- Brainstorm solutions.

Training of Coordinators

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Objective 2: Use skills to help trainings and meetings be more efficient and effective.

As a Coordinator you may be responsible for helping to maintain focus in a training event or meeting.

As I've said, each person involved in the Communities That Care process is working toward the same goal—building positive futures for the community's children. Yet, each person comes into the process with his or her own set of skills, attitudes and beliefs.

For the most part, this type of diversity is beneficial because community leaders can draw upon a number of different skills and knowledge bases to help complete a number of diverse tasks. However, it's easy for training events and meetings to get off track when too many people want to address information that doesn't stick to the agenda set for the meeting.

Activity: Keeping a meeting focused

Time: 30 minutes

Instructions:

- Divide participants into two groups.
- Make two columns on an easel sheet. Label one column "Meeting Distractions" and the other column "Solutions."
- Have one group brainstorm ways that meetings get off track (hidden agendas, not following ground rules, unclear meeting goals, etc.) and have the other group brainstorm solutions to each of the ideas from the first group. Write these on the easel sheet. Participants can also use the Meeting Focus Worksheet to take notes.

Solutions



Slide 6-19

Notes

Ground rules

Communities That Care

Everyone gets a chance to speak.

Everyone listens when someone has the floor. (No side conversations.)

One person talks at a time and doesn't get interrupted.

Respect others' perspectives and ideas. (No put-downs.)

Start and end on time.



Training of Coordinators

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Objective 2: Use skills to help trainings and meetings be more efficient and effective.

As Coordinator, you may be responsible for helping to maintain order in a training event or meeting.

Everyone involved in the Communities That Care process is investing a considerable amount of time and energy to help the children in their community. This makes it unlikely that meetings will become unruly or confrontational.

Before each training, the trainer will list a set of "ground rules" that all participants will follow throughout the training. These rules are listed on the slide.

Review the slide.

The trainer then asks that all participants in that training event make a commitment to these rules. It would be a good idea to post these rules before every Community Board and work group meeting, as well.

Can you think of any additional ground rules that should be observed throughout the course of a training event or meeting?

Take a few responses. Have participants think of training events and meetings they have attended in the past. Ask what made them orderly or confrontational.

Next up

Additional steps that a Coordinator will need to take before beginning his or her responsibilities in the community

Training of Coordinators

6-20



Slide 6-20

Notes

Let participants know that in the next module, they will work on additional steps that Coordinators will need to take before beginning their responsibilities in the community.

Notes